individual | family | community | world

2013 CID ANNUAL REPORT
In 2012–2013, generous support from the community enabled CID to once again accept every eligible child with hearing loss, regardless of family financial circumstances.

To see CID’s complete audited financial statements, please go to http://cid.edu/support-cid/annual-reports/financial-info/

In 2012–2013, Charity Navigator, a leading charity evaluator, once again awarded CID its highest possible rating for sound financial management, accountability and transparency.
our dual mission

From the moment a family walks in our doors, our goal is to give their child the skills they will need to leave us. 2013 was another year of amazing achievement for our students. We’re so proud of their accomplishments and so grateful to the community that supports them. Our generous donors, devoted volunteers, fantastic staff and talented board make possible our mission of teaching children who are deaf and hard of hearing to listen, talk, read and succeed.

CID’s impact goes far beyond the walls of our school. Our professional outreach programs help other teachers better serve the children in their communities. Your support has an immeasurable impact for children who are deaf and hard of hearing in St. Louis and around the world.

Thank you. – ROBIN FEDER, CID EXECUTIVE DIRECTOR
congratulations, graduates

In fall of 2013, the eight CID students who graduated in May joined their peers in their neighborhood kindergartens, elementary schools and middle schools.

front row
Manan Modh, 6, of St. Louis; Brayden Pierce, 6, of Belleville, Illinois; Malachi Cotton, 6, of St. Louis, and Kayden Krull, 5, of Herculaneum, Missouri

back row
Kathleen Barrett, 12, of Webster Groves, Missouri; Garrett Dempsey, 9, of Park Hills, Missouri; Kaitlyn Casey, 13, of Columbia, Illinois, and Abdigani Yussuf, 10, of St. Louis

CID’s mission is to teach children who are deaf and hard of hearing to listen, talk, read and succeed.

We partner with families and collaborate with universities, educators and other professionals worldwide to help children communicate to achieve their fullest potential.
CID is one of the nation’s largest and oldest listening and spoken language schools for children who are deaf and hard of hearing.

- In 2012–2013, CID served 187 children in its education and audiology programs.
- 38 percent of CID’s primary department students (age 6–12) came to CID for the first time after struggling in public schools.
- Based on a 3-year average (2011–2013), the costs to educate students were: 3–12 years: $52,000; 0–2 years: $11,200. All families pay on a sliding scale based on income, family size and other measures of need.
- Length of stay can depend on many factors, including age of enrollment. Our younger children typically attend CID for 4 to 5 years before graduating.
- CID served 13 children and their families with origins outside the United States, including Bosnia, China, India, Mexico, Russia and the United Arab Emirates. Since 1914, CID families have come from 48 states and 29 countries.

student outcomes

CID’s goal is for at least 80 percent of our returning students to make one year’s growth or better in one year’s time in receptive vocabulary, expressive vocabulary and overall language. We evaluate progress regularly – both formally and informally.

2012–2013

Returning pre-k/k students (age 4–5)
- 100 percent made one year’s growth or better in receptive vocabulary.
- 92 percent made one year’s growth or better in expressive vocabulary and overall language.

Returning primary students (age 6–12)
- 100 percent made one year’s growth or better in receptive vocabulary and overall language.
- 94 percent made one year’s growth or better in expressive vocabulary.

Professional outreach

- In 2012–2013, CID staff presented seven on-site continuing education workshops. Seventy-three professionals from 12 states attended.
- In Missouri and Illinois, CID consulting sessions and in-services reached 94 teachers and educational staff and 60 school children.
- CID sold 770 educational curricula, assessments and listening support products in 45 states and four countries, for a total of $96,046 – an increase of 32 percent over last year’s total. Newly published products accounted for more than half of sales.
- Staff continued to pilot assessments and curricula in preparation for production in 2014. These included tools to track play, vocabulary and pragmatic language of preschoolers and a major revision of the classic CID TAGS system for use by teachers to help children with hearing loss develop language skills.
- At the Early Hearing Detection and Intervention (EHDI) conference in Los Angeles, CID parent educators Dorie Noll and Claire Soete received the first place Communication Award for their poster session, “Making It Work Without the Toy Bag: Using Family Resources to Meet Session Objectives.”
- Six of CID’s fully certified, master’s level teachers of the deaf and AuD/PhD pediatric audiologists served on the faculty of the Washington University School of Medicine Program in Audiology and Communication Sciences (PACS).
- CID teachers, speech-language pathologists and audiologists provided practicum experiences for graduate students from Washington University and Fontbonne University. The audiology department hosted an extern from Arizona State University.

*Not including graduate students, volunteers, workshop participants and prospective families.
In 2013, 131 Ultimate Picnic guests made gifts totalling $78,350 for children’s scholarships.
Rachel was adopted from a Russian orphanage at age 2. It was not long before her mom, Mary, learned of her hearing loss. The family reached out to CID.

Rachel was a lively child who babbled constantly and loved to show off her toy grocery cart to the CID parent educator during home visits. Mary was deeply committed to helping her learn to listen and talk, never missing a parent-teacher conference or a school performance during the ensuing 10 years at CID.

Rachel is now a role model for the younger students. Her teachers describe her as a kind girl and a good friend. She excels at math and has learned to love reading despite some early struggles.

Rachel learned to play the piano and she loves to dance. She is one of several CID students who are also first generation Americans.

PHOTO BY CHRIS MALACARNE
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September 1, 2012 – August 31, 2013

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For information, please contact
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